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ABSTRACT

Topics discussed at this conference concerned with education for the rural poor were: (1) "The Community College and the Rural Poor," (2) "The Rural Low Income Student--What a Small College Can Do to Get Them Into School and Keep Them There," (3) "The New Iron Ore Industry Worker Needs New Schools and New Programs to Keep Marketable," (4) "The Farm Bureau and Education," (5) "It Is the College, Not the Student, That Is Disadvantaged," and (6) "The Young--Catalysts for an Educational and Rural Renaissance?" Some of the conclusions dealt with the importance of understanding minority problems, the need for more financial support, and new programs in industry and agriculture for rural youth. (RN)

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THE RURAL LOW-INCOME STUDENT
AND
THE COMMUNITY COLLEGE

A report of a conference held
November 1971

at
Minneapolis, Minnesota
Under the Sponsorship of the
Midwest Regional Group of Title III Grantees
of the Higher Education Act

Edited by: Don A. Morgan

May 1972

College of Education
University of Minnesota
Minneapolis, Minnesota

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THE COMMUNITY COLLEGE

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November 1971

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PREFACE

The conference reported here was conceived by James Loper of the Eastern Iowa Area Community College District. Jim has served as the Regional Coordinator of the Midwest Regional Group of Title III Grantees of the Higher Education Act. Jim also organized a planning committee to see what might be developed around his idea of a conference concentrating on the rural low income person.

The planning committee was made up, in addition to Jim, of Dr. Ron Dennison, President of Anoka-Ramsey State Junior College, Minnesota; Dr. Ralph Jalkanen, President of Suomi College, Michigan; and myself.

The first decision on the planning committee was to broaden the scope of the conference far beyond academic but to keep it focused on needs and practices of two year or community colleges. Subsequently representatives of or spokesmen for labor unions, the Farm Bureau, federal and state offices, and various identifiable sub-cultures within rural low income groups were invited to make presentations or give addresses.

The second decision of the planning committee was to keep the conference as practical as possible. This led to inviting community colleges with known programs attempting to cope with the needs of the rural low income student.

Next it was decided a keynoter who possessed a national perspective would enhance the whole proceedings, and the decision was made to invite Dr. William Shannon of the American Association of Junior Colleges, Washington, D.C.

Finally, the decision was made to hold the conference in Minneapolis, November 7-9, 1971.

Not all the proceedings of the conference are included in this publication. Strong emphasis was given to organizing a large number of small group sessions, led in most instances by people who had been invited to make presentations. The rap sessions which resulted were stimulating and offered the necessary interface between expert and conference participants, but these sessions rarely edit well into a publication of this sort-regrettably as they may have been the more productive in actuality.

What is presented here was taken mostly from tapes, not all of which were technically first rate. Errors may have crept in during both the process of reducing the tapes to printed material and in subsequent editing. It is hoped these errors are not substantive and that the basic intent of those contributing to the conference is represented. Their forbearance is sought.

Acknowledgements:

First acknowledgement must go to Ron Dennison. Ron was the official host for the conference, and it was his lot to tend to most of the administrative details of a complicated affair. Many thanks are due him and his crew from Anoka-Ramsey State Junior College.

Next thanks should be extended to the presidents of the colleges making up the Midwest Regional group. Many of these busy people came to the conference, which added a great deal, but equally important they made it possible for substantial numbers of their administrative staffs and faculty also to be present.

Mrs. Terri Moen Offerman has contributed enormously to this publication. To Terri fell the mind numbing job of taking the conference material off the tapes. The grueling work did not change her basic cheerful attitude, and it was a pleasure to work with her.

Finally thanks must be extended the Division of Educational Administration for providing the wherewithall for secretarial and reproduction costs. Particular thanks must go to Mrs. Helen Warhol for assistance with the cover of the publication, and for finding the funds to put the whole thing together.

May 1972

Don A. Morgan
Minneapolis

CHAPTER ONE

THE COMMUNITY COLLEGE AND THE RURAL POOR

By

William Shannon*

This conference deals with a most important topic, a most important concern, and a most neglected segment of our population--the rural poor. This has implications for community colleges as over 40% of all of them in the United States claim they serve rural areas. And though low income families are to be found in all sections of the country if the community college commitment to provide needed educational services to any one community is to have full meaning, it is essential they learn to identify all potential clientele within any service area. The hope would be that in working with all segments of society the quality of living for all members of the community could be improved, whether through training for new jobs, instilling self-awareness and confidence or helping in other ways. Though many colleges are already doing the job of reaching into the community as a national movement, the community college aim is to be more effective than it has in the past. There is a clear responsibility to study national and regional situations very carefully.

First of all, and most importantly, we have to be honest with ourselves. American education has a lot to learn about how to identify who are low-income people and how to identify with them. This is especially true in the rural areas for many cogent reasons.

The Hidden Poor - Physically and Psychologically:

First many rural families are not visible nor are they familiar with the world of higher education in relation to their own life experiences. Only a few months ago a community college in the Southwest "discovered" over ten thousand American Indians, many categorized as lower income, were living in their junior college district.

The poor, in our generation are hidden from sight practically everywhere--modern highways skirt the poorer and uglier sections of the cities or make it easy for the motorist to speed right through them or over them, and in the mountain sections, such as Appalachia, countless poor families are holed away in the hills and the hollows out of sight of the general tourist trails.

*Dr. William Shannon is Associate Executive Director of the American Association of Junior Colleges, Washington, D. C.

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Unless a person makes a special effort to visit some of the Indian reservations he or she is unlikely to comprehend the actual conditions existing there.

Aside from the physical isolation which separates some of Americas most deprived families from the rest of us - there is a more subtle yet cruel effective screening device keeping the poor invisible. First there is the inability or unwillingness of many well-to-do people to recognize the signs of poverty in their own country or to accept them for what they are. This psychological "turn off" may be conscious or it may be unconscious, but the results are the same--inaction. We have indicated a willingness to comiserate, and rightly so, with the plight of poor Asians or poor Africans and make at least token contributions either through tax supported programs or provide philanthropic programs to aid these unfortunates. Yet we seem incapable of identifying with or recognizing the poverty in our own neighborhoods. Its psychologically less threatening, perhaps to deal with misery when it is distant or speaks an incomprehensible language. As a nation we have only begun to wage an official major war against our own poverty and it has not enjoyed major support nor major success.

Impact of the Kennedy Era:

During the John Kennedy campaign for the presidency special attention was focused on the misery of the people of West Virginia and other rural areas. Unemployment was widespread and a life of economic deprivation was the only heritage handed down from one generation to the next in many families.

In the aftermath of that campaign and Kennedy's subsequent election, there was an outpouring of energies and dollars, through a maze of competing agencies, to combat poverty conditions. Still most emphasis was on the urban areas and abroad. The general enthusiasm to improve the lot of any unfortunate human being could be best seen in a newly created army of young men and women sent abroad by the Peace Corps--a beautifully conceived and most worthwhile project. The irony of it was there was no U.S. based counterpart until several years after the Peace Corps had been proven successful abroad.

People devoting their lives to education, social reform, housing and other human service areas felt at last, with the new emphasis of the Kennedy years, they had access to some power and influence in national affairs. Their causes were at last visibly included with the nations priorities, and their energies and talents were regarded as important national assets. It is hard to describe the spirit that pervaded Washington in those years. Idealism was in vogue, and social action was official policy.

It would be unfair, of course, to ignore all the programs preceding Kennedy's administration and to imply that America's conscience was awakened only during that period. However, I want to stress those times for one main

reason. All these things happened within the lifetime of our own community college students. They are aware of the dreams that were dreamed and of the visions that captured the imagination of a whole people. These same students are now deeply conscious of the failure of these dreams to materialize. Some have been turned off forever from believing the "system" can or will truly respond to the needs of the deprived, let alone of themselves.

I believe our students are looking once more for guidance and leadership to help them restore a sense of proportion and perspective on the situation. Whatever our colleges can do to rekindle that spirit of social concern will contribute to the value of the education we offer.

The New Voter - A New Opportunity:

Now that the eighteen year old has the power to vote, community colleges have the special opportunity and responsibility to exercise leadership and provide for participation in political events through suffrage and direct participatory activities. Taking a stand on issues such as that which shapes this conference theme, that you will commit to service to the poor, will not be lost on the students. It may enlist their energies and talents in whatever programs you undertake. The United States has, since its founding, been viewed as a haven for the oppressed, the poor, and the down-trodden and despite occasional and sometimes serious tarnishing of this ideal, the history of concerned action in support of human rights and dignity is a creditable one.

What the Kennedy era did was to breed new life into examination of social theories and to rally the younger generation around the causes and themes represented. The social ideas emphasized then are understood and appreciated universally, but it was quite another matter to try to put them into effect. I think it is for these reasons that Kennedy was so revered around the world--people identified with the social theories he backed with action.

Certainly the influences of this period made our country more conscious of the poverty around us. They made the problems of the poor and the deprived the concern of the whole nation. A nation was newly shocked into the at least token realization that not only were millions of individuals not deriving much benefit from the so-called affluent society, they were actually aliens in their own land.

The subsequent Johnson and Nixon years have made us more deeply aware of the complexities of the war against poverty. This is especially so as the nation became increasingly burdened with the most tragic and unpopular shooting war in our history of wars - that saps lives, resources and spirit from more worthwhile efforts. These years, since Kennedy, have brought recurrent disillusionment as problems of poverty and unemployment and recession seem to grow, and efforts to ameliorate them are seen as compromised. The percentage of unemployment rises, falls, and then rises again.

Role of the Community College in the Poverty War:

Job training and retraining, an extremely individual and personal matter, seems often a very slow answer to widespread loss of work and displacement in industry. However, if rehabilitation and retraining can bring hope of a new future to an individual, it might work for others. If one family could be encouraged to break with their tradition, send a son or daughter to college to have a better chance in life, then others could do the same. If one community college joins in the fight on poverty using its own peculiar weapons of education, enlightenment and humanism, a whole community might be turned on and inspired by the potential strength of itself. Special efforts can be made at the municipal or district level to attract new industries, new business. The additional job opportunities can bring new hope to the people in the community deprived through lack of work and income potential.

A college can be instrumental in creating a climate in which conditions of poverty will neither be ignored or tolerated. Further, programs of action grow out of the conscious rational acknowledgement of the need for action, and they will have a better chance of being transformed into a continuing and lasting process if central problems are understood. This conference will best help community colleges put it all together through intellectually honest examination of unmet educational needs in their own communities, a painful but necessary process, plus the stimulation of an interest which participants here carry home and transfer into the formulation of cooperative programs of action.

The Cooperative Approach:

Poverty conditions, especially those persistent over several generations can not usually be changed by any single agency or approach. The community college, as an action agency, can make special efforts to help low income families and can find many allies willing to assist. Tremendous effort along these lines are underway in many agencies but is fractionated. An important job will be to join these efforts together.

Often low income families need special medical and dental services. Adults may need literacy instructions. Children need remedial education, particularly in basic skills. In addition, legal counsel may be called for. The rural poor, no less than the urban poor, are victimized by high interest rates and contract negotiations which take advantage of their ignorance.

The whole farm cooperative movement was developed to pool expertise and thus help farmers economize, better manage their affairs on a business like basis and to market produce. The various divisions of the Department of Agriculture have played leading roles in assisting farmers in soil conservation, food production and many other areas. Publications produced by Government Printing Office available as free service to rural areas are phenomenal in both quantity and quality.

Yet despite all these works, and those of many other agencies, the rural poor still exist in great numbers--often ignored and often hardly conscious of the existing flow of services issuing from these various available sources--in short there has been no cooperative effort mounted to deal with problems of the impoverished rural citizen. In fact, there is considerable evidence indicating the dollars invested in rural communities with the pledged intent to benefit the poor end up in bank accounts of the non-poor or of others "smart" enough to take advantage of the new flow of cash.

What I am trying to suggest is that the community college may be in the best position to serve as a coordinator of services to the poor or at the least to be a major partner working with other agencies. With the development of regional planning over the past several areas, two year colleges are in an excellent situation to encourage county to county or state to state cooperation. More programs are needed reducing tuition barriers or walls between states so that students living near the border can attend the school nearest them and not have to pay high out of state tuition.

Program Assessment - A Must:

Another item deserving high priority attention as a cooperative effort is data management and collection. The lack of information available not only about community colleges but about education in general and about the people we serve is appalling. This is especially true of and critical for the colleges in rural areas. Again a regional span could give leverage in shaking loose data local or state offices collect but which they refuse to share with anybody. And using examples of what other colleges are doing it will be possible for any college to begin self assessment on a systematic basis. Basic requirement is to establish a communication network which may be no more extensive than two colleges sharing facts about themselves.

To illustrate this problem, the NPA (National Planning Association) in Washington, D.C. recently completed a study, "The Availability of Manpower and Demographic Information". This study revealed that, with few exceptions, research information seldom figures as a basis for educational planning. While all places studied have some information of the characteristics of the overall student body, there was very little information describing the social and demographic characteristics of the students. Specifically as related to our interest here, schools and colleges studied did not know how many students from disadvantaged backgrounds they had been serving in the past year, nor did they know how many they had served earlier so comparisons could be made on any dimension. Additionally there were no systematic follow-up information studies about job placement except when school personnel did the placement. Not much information is available about us because we generate so little ourselves.

To help plan changes in program, to reflect on job experiences of the student who had gone through a specific program, a study again by the NPA,

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will be published soon titled, "Information and the Availability of Vocational Education in Selected Urban and Rural Areas". This document offers some considerable information. Another valuable source of information and assistance is the shared experience of other community colleges that have set up special programs along the lines of your own interest. The necessary communication system has not been totally developed, but the ERIC at U.C.L.A. and the AAJC office in Washington, D.C. can offer assistance by passing on the experiences and ideas of others.

Present Applicable AAJC Programs:

Attention is called to some specific AAJC programs developed recently to assist service men and veterans. There is another special AAJC program for minorities.

As you may know Veterans Administration funds of up to \$175.00 per month are available to veterans who need remedial or special instructions to get into college or to stay there to keep up with college work. This money does not count against the veterans GI bill entitlement money, it is additional to it, and priority is given to low income veterans.

In addition AAJC will soon announce officially the start of a new program under a grant from the U.S. Steel Foundation which will enable the Association to concentrate more attention than is presently possible on the problems of the Spanish speaking and American Indian. Now I don't mean to equate minority groups or veterans with low income groups, but there are definite categorical overlaps. The AAJC programs may be of some service to you to continue this important work.

Conclusion:

Many and various programs have been established by governmental and private agencies to ameliorate the living conditions of the poor. Some of these deal with the outward manifestations of poverty such as the welfare programs which provide cash or food to meet urgent needs. Other programs offer job training to help an individual earn more money in or gain entrance to the employment market. Scholarships and student aid programs such as the Educational Opportunity Grants, work study programs and National Defense Education Act are available. Further the Office of Economic Opportunity (OEO) has sponsored numerous pilot and demonstration projects which can involve the rural low income student with the more successful ones picked up eventually by other agencies on a more permanent basis. Title Three of the Higher Education Act, under which this conference is sponsored, and the Vocational Education Act give high priority to low income persons.

The main frustration comes from the overriding fact that the dollars available never seem to meet the needs. State and local financial resources seem stretched beyond reasonable limits, and we will have to rely on the federal government increasingly for support. But to get this support and to have it continued in the future requires positive political action and awareness. Congress, I am convinced, is ready

to listen to the community college story especially if it can be demonstrated that this institution can now become a viable delivery system which includes the coordination of services benefiting all segments of society and especially the poor.

Monumental problems must be faced, and a fresh resolve made before it will be possible to state categorically that the job is being done. The first effort should be to gain more sophistication about and understanding of the problems of the poor. More information is needed about poverty conditions, and the psychological as well as physical effects it has on human beings. Imagination translated into shaping suitable programs is clearly needed--to be bound by past practices and assumptions gained from working only with the well-off would be glaring nonsense, it would also turn off most people in control of resources critical to success.

New vocabulary and new insights are needed. Above all concentration must be on individuals and not on groups or classes of people. It is far too easy to talk about the poor in general and then do nothing. Talk first about individual students, adults as well as young people.

The message from the low income students themselves seems loud and clear: increase personal contacts with faculty and counselors, add the human touch with real empathy and understanding. These are the keys to success with disadvantaged students even more than educational technology.

Aggressive recruiting, testing for diagnosis and not placement or entrance, group counseling, peer counseling, tutoring and individualized instruction together can assist toward a breakthrough of offering meaningful service for all students. What enables low income students to succeed will help all students, fast and slow, urban and rural, rich and poor. Our colleges will be better places for all as a result.

CHAPTER TWO

THE RURAL LOW INCOME STUDENT - WHAT A SMALL COLLEGE CAN DO TO GET THEM INTO SCHOOL AND KEEP THEM THERE

By

Will Backes*

The particular rural low-income students referred to here come from the Mesabi Range area of Northern Minnesota. Included are the adjacent wilderness areas, west and northwest of the Mesabi Iron Range. The total is usually referred to simply as "the range". First it is necessary to know something about these particular low-income students. For the majority:

1. they come from rather large families
2. these families for generations have been iron miners, loggers or trappers
3. they represent a conglomeration of nationalities and races--Swedes, Norwegians, Finlanders, Italians, Germans, English, French, Slavic, Slovene, Spanish, Russian, Ukranian, Greek, American Indians plus other nationalities--living together in a semblance of harmony on the range.

Years of working together and sharing common problems, as they have in the mines, forests or wilderness, has created a bond among the range people. Indeed, "Ranger Clubs" are quite common in Minnesota colleges and formed by students away from "the range" for the first time.

Very few people on the range have been able to produce a sufficient income from farming. However, students from farm families are generally in dire need of assistance, as most existing farms are marginal operations at best. Since very little farming is done, agriculturally based students represent a small portion of the low-income rural student. Included as a low-income student is the American Indian, and more is said about them later.

Why Does the Low-Income Student Come?

How does a college such as ours attract the low-income student? There is no single dominant factor. It results from a cooperative effort of students, (they do an excellent job of getting information to their peers, especially if they are already under an assistance program) faculty, (by being dedicated teachers and willing to spend the time and effort necessary to take the student from where he is and bring him along until he has marketable skills or will be a successful transfer) administration, (by being willing to support and promote programs to bring in the low income student) and most importantly, the community.

*Mr. Backes is Dean of Students and Director of Financial Aids, Itasca State Junior College, Grand Rapids, Minnesota.

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The community must understand what the college is trying to do. Particularly they must understand that not every new effort of the school is guaranteed to succeed. If a community ostracizes a school for its failures rather than gives credit for attempts made to meet the needs of its students, the school is often faced with a serious problem. In other words the community must know and understand the schools objectives, and that these necessarily include offering help to high risk students--people who may soon "seem" to be "failures" once again. If the college stresses that it has failed and not the student unless a genuine opportunity for success is offered and that the results of college experience may not be known or realized by either the individual or the community until long in the future, the community may come to support strongly efforts with low-income students.

In addition to students, staff, and community supporting programs to attract low-income students, what other factors contribute to success? Again, the variables are many. Our particular institution, has tried the following approaches:

1. When we moved to our present campus (1967) outside Grand Rapids, we began publishing our student newspaper in the local shopper (a weekly release used as a buyers guide). The publications carried announcements of programs to aid low-income students. The paper has a reader circulation and reading rate of 54,000. Not only did the prospective low income students read of opportunities, but also the parents learned of our program.
2. Counselors from all the high schools in our service area are invited to spend a day on campus as our guests. This gives us an opportunity to become acquainted with them and they with us and our programs. They are a valuable source of information on prospective students who will need assistance.
3. The local O.E.O. (Office of Economic Opportunity) and welfare office work closely with the college in alerting us to the present and prospective students who need help.
4. Parents Financial Aid Nights (workshop) are conducted at all the high schools in our service area. Parents receive a personal invitation to attend. All phases of assistance at the college are covered. Emphasis is on the fact that financial aid is not a welfare program. We have had parents travel 40-50 miles to these workshops, to find out about our assistance programs.
5. We contact prospective students individually. This program of recruitment on a one to one basis has been extremely successful. During the past summer, three instructors and myself went anywhere in our service area in order to talk to students. We found many who wanted to go to college but had no funds to do so. The success of our efforts can be best judged by the final week of registration when 27 students from low income families enrolled who had said previously they could not because of finances. Eleven were from families with a gross income of less than \$3000 and averaging three plus children in the family. Four were from families with less than \$4000

gross income, Nine from families under \$6000, and three came from families with incomes exceeding \$6000. It was almost a tragic situation. Here suddenly were 27 students who did not have the downpayment on a lunch, and they wanted to go to college. We had already committed all federal aids to students of similar needy families. What do you do, tell them, "Sorry! There is no assistance, we can't accept you." Here is where you go out and find out what your community is really like. In this case direct cash support and jobs were developed through cooperative efforts with the community.

6. The faculty can be a tremendous asset in getting the low-income student to come to school. They have wide contacts in the community, plus those coming from close work with the students. However, they have to know what the financial aid person or office is trying to do, and this is a must job for the financial aids office--to communicate to all elements of the institution served.
7. The chief administrator is, of course, a big factor. This person must be willing to go out on a limb, take a chance to provide the backing and support that poor people need. Respect and support for the low-income student must be evidenced here--it is a vital support level.
8. Tuition free technical programs make it possible for the low-income student to go to school at minimal costs. In Minnesota, Itasca is the only college in the Junior College system that has merged with an Area Vocational School. We have found that our comprehensive institutional functions extremely well and that neither students, faculty, or administration would want to go back to the two separately operating institutions.

Present Status:

Our financial aid program is developed now to a degree. We can help most of those in dire need. In addition to the usual aid programs, (NDEA, EOG, W-S, Bank loans, institutional scholarships), a community placement program for part-time jobs has been very successful.

A group made up from the college and the community is now conducting the research necessary to establish a foundation. Scholarship and grants from the foundation would be used to support needy students. Primary emphasis is placed on continued and substantial support from our community.

From a start of \$1,200 five years ago, the program has grown to \$125,000. Next year it could be \$175,000. It is essential to analyze your needs first then document them. Applications for federal and other funds can then be mounted.

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Federal Fund Application Mechanics:

First know your agency and its requirements. Second get them to know you. Typically an outside panel will approve or disapprove of federal applications before it is considered in Washington, D. C. Here a portion of it may be funded. You review your funded proposal knowing that it will not meet your needs and send an appeal letter. The appeal procedure will require stating your problem again, documenting it again, so forth. If you are lucky they will send you a budgetary supplement. If this is not enough yet, you reappeal.

The trick is to get the federal people out to look at your situation. Once they know it first hand, you have a pretty good chance of obtaining realistic financial assistance. Next best is to provide hard, accurate and realistic data.

Quite often the low-income student is lacking not only financially but also academically. The grading system used can affect both attraction and retention of the low income students. (Eliminating the "F" grade and substituting a N.C. which could mean an incomplete, audit, withdrawal or "F".) Also there must be programs, courses and classes which they see as addressing their needs.

The Indian and Itasca's Program of Aid:

The one group of low-income students deserving special mention because of their special problems is the American Indian. (We have no Black or Chicano students.) It is difficult to get the Indian interested in college, simply, as education has done so little for them and done so much against them in the past. Emphasis must be on increasing employment opportunity following the educational experience.

Contact with Indian students has led to a concern for the following weakness in our educational system:

1. There are too many short-term programs--ten week welding courses, six week mechanic programs, etc. They are too short for developing quality marketable skills.
2. Colleges lack courses Indians are interested in--rarely are they offered in the cultural context of the Indian.
3. There are few if any people they can identify with--people who understand their problems - on the faculty, counseling, or administrative staffs of community colleges.
4. Schools place the Indian student on the basis of intelligence tests--tests designed in most cases only for the better educated middle-class white. Indians generally do not do well because of their unique background.

Then there is the burden of past practices at all levels. For example, it was not long ago Indians could not be admitted to college had they not graduated from high school. This is still true in many institutions, but changes are being made. When investigating why they did not graduate from local high schools it was found, in a number of cases, they did not have a suit. Being extremely sensitive they preferred not to attend graduation ceremonies rather than be embarrassed, and the schools required presence, in suits, at graduation in order to get a diploma.

I cannot begin to list the many problems that are faced by the Indian student because I am not an Indian and cannot know the subtleties of oppression they have experienced and the personal consequences of it. There are things, however, I feel can be done that will be of some assistance.

1. Bring in courses they can use as defined by them; ricing, marketing their products, etc. Find out what is needed by asking them.
2. Bring in people on the college faculty and staff they can identify with.
3. It would help if Indian music, language, art courses, etc. were added to the school curriculum.
4. Correct misinformation found in white studies of Indians.
5. Never give an "F". Give an "I" or N.C. An "F" is really only the failure of the institution and not the student.
6. Work with them on a one to one basis. (It is difficult, but possible.) You may have to register, arrange transportation, room, job, etc. They are very poor, rural people for the most part.

Summary:

To get back to the overall range area and general problems of Northern Minnesota, we are in a depression. (Mines closing - three in the past two years; 270 heads of households laid off.) Seasonal employment, federal programs, and local and state assistance are what have given our low-income students the most tangible assistance in providing for further education.

To obtain federal funds or develop local support and to operate an effective financial aid program is a full-time job. Every possible means of obtaining sufficient funding must be explored when financial needs of students are not being met. The results of having no aid often is that students are deprived of educational opportunity.

A critical focus for us has been on the problems of the rural low-income student. Our success has been modest, but our efforts will continue.

CHAPTER THREE

THE NEW IRON ORE INDUSTRY WORKER NEEDS NEW SCHOOLS AND NEW PROGRAMS TO KEEP MARKETABLE

By

Richard Sears*

Focus here will be on a different kind of student than the traditional one seeking a college degree or certificate. Of principal concern is the student who needs remedial work below the university level or needs training to fill a particular manpower need in his community. The specific manpower reference will center on the iron ore industry. The concerns of the iron ore industry seem to be common with other major elements of the industrial world.

First about myself so you will know where I stand. I am an attorney who has been working for the steel workers union for a year and have worked since 1963 in other parts of the labor union movement in the Midwest and in the South--not always in the capacity of an attorney. I am a night school law graduate. This is a type often frowned upon by the legal world's establishment. Fortunately some of our guys have made it big recently and the "big" people are beginning to look more favorably upon the night school graduate.

As a union attorney my work is in the Contract Administration Department in the International Union. My home office is in Pittsburgh, although my wife and children will tell you that is kind of a myth. During the 1971 summer steel negotiations, I served as the attorney and technician for the iron ore miners of Michigan and Minnesota during their negotiations with the following companies: Minnesota Operations of U.S. Steel, Jones Laughlin Steel, Inland Steel and with some independent mining companies such as Hanna, Hickensmatha, Cleveland Cliffs and Norten Reserves.

A word about my conceptual framework. The trade union movement in the United States has become a part of the so-called American establishment. However, the American labor movement has been the only segment or sector of the establishment with any kind of significant political power that has fought for progressive social economic causes. This fight has been waged through collective bargaining in the legislative halls, and in grass roots involvement in community action.

Addressed this morning will be first: the economic problems as seen in the Minnesota and Michigan section of Lake Superior Iron Ore District, in other words, the United States part of this District (specifically in Minnesota, reference is to the Mesabi, Vermillion, Kiuna, Market and Minominee ranges); second, an account will be made of union attempts in trying to help solve economic problems through the institution of collective bargaining; and finally, some suggestions will be made as to how you people in education can assist in trying to solve these problems.

*Mr. Richard Sears is an Attorney for the U.S. Steel Workers of America. His home office is in Pittsburgh, Pennsylvania.

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The Iron Industry Today - An Overview:

Of the many natural raw materials that are required for the making of iron and steel, by far the most important as to both tonnage and value is iron ore. There are in the U.S.A. at the present time 309 operating iron ore mines. At least ten of these are underground mines. Annual iron ore production in the U.S.A. is valued at about \$900 million. Approximately, 8% of the nation's iron ore is produced at the Lake Superior Iron Ore District of Minnesota and Michigan.

Soon after World War II, it became apparent that the high grade ore in the Mesabi Range was not inexhaustible as previously thought, and that other sources of iron ore had to be found. The United States companies were forced to develop iron ore deposits in foreign countries, particularly Venezuela and Canada. By 1950 the United States was no longer self-sufficient in conventional iron ores. It is not self-sufficient now.

The development of methods to exploit low grade taconite ore was developed during this time both in Minnesota and Michigan. By 1955 taconite pellets were reaching the domestic blast furnaces--this was a most significant technological change. Taconite pellets replaced conventional iron ore. Huge open pit mines replaced underground mines. The industry moved gradually from a seasonal to a year round operation. And finally the quality of the product has been going up as the cost has been going down.

The most significant economic problem in the ore industry today is that the nations long term role as the world major steel producer is fading. This is carrying the domestic iron ore market down with it. The relationship between the iron ore and steel industry is obvious.

One iron ore mining company executive predicted that the U.S. will account for less than 10% of world ore production by the year 1980, compared with 40% in 1950--a decrease of 30% in 30 years. Economic developments in iron ore in the past year tend to back up the mining executives predictions or at least tend to show that the outlook is not particularly favorable for iron ore. In early October the Hanna Mining Company announced successful financing to underwrite development of a 10 million ton per year mining project in Brazil. Also this year we have seen the successful off-shore loading of iron ore concentrates occurring in New Zealand under a ten year contract to supply Japanese steel makers. Japanese importation of raw materials--steel, iron ore--in past years was from the United States.

There has also been a move within the U. S. away from the Lake Superior District. Midland Ross Corporation currently has three metalized pellet operations at 400 thousand annual tons apiece; one in South Carolina and two on the Gulf Coast. In August Cleveland Cliffs announced plans to produce four million tons of pellets per year from a new mine in Michigan. For Cleveland Cliffs this represents a 50% increase in its domestic pellet production.

Although mine production is at a fairly good rate, shipments of iron ore have been trailing off due to two overlapping facts: 1) steel mills have plenty of iron ore - they have iron ore up to their blast furnaces, as they say in the industry; and 2) the steel demands still suffer from an inventory overhang of a result of some bad crystal ball prophets--not profits--relative to strike anticipation.

Some prophets in the iron ore industry are more optimistic. They state future increases in domestic pellet capacity can be expected to slow or change the import trend from abroad to favor the American producers. Over all American production per man hour is expected to rise significantly due to the following factors: 1) improvements in mining production technology; 2) more stability in the new taconite plant processing methods; and 3) the take over of automation in pellet production.

Now all these factors may well result in production increases per man hour, but they will also result in the overall reduction of numbers of mining employees, particularly in the blue collar production and maintenance ranks.

Exactly what the future holds for the American iron ore industry depends largely on the steel industry. Particularly critical is if expansion occurs and where the expansion in the American steel industry takes place. Where new plants are located in the United States becomes a very important factor because of the cost of transporting the ore. If the expansion should take place in the Midwest or North Central States, for example, we can look for a favorable situation in domestic iron ore. If, however, it should take place on either the East coast or the West coast or in Southern states, a situation may develop which would increase deportation of iron ore from other countries because of comparative transportation costs of iron ore.

Foreign countries are moving into the pellet operation as well. Now of course the final factor would be the competitive position of the foreign force in the United States market. This in turn will be influenced by the American government foreign and economic policy which can encourage or discourage importation.

Contract Clauses for Dislocated Workers:

The union has attempted to become involved in efforts to solve the economic problems of the ore industry. The union functions first through the institution of collective bargaining. The simplest way to explain this may be to cite some of our contract clauses which appear in typical agreement contracts with iron ore producers.

First, is the clause dealing with preferential employment. Employees laid off in excess of thirty days as well as employees laid off at the permanent closing of an operation, and who do not accept severance pay, are eligible for an employment compensation pending fulfillment of some basic

requirements; that they have had at least two years continuous service, be either under 62 or not entitled to full pension benefits. Now what does this preferential employment mean? It means that those laid off employees are given priority over other applicants for job vacancies anywhere in a company operation in the United States. For the Lake Superior District this usually means a transfer to any other location the company owns within the Lake Superior district. Now say, for example, an underground mine shuts down and a pellet operation starts up in upper Michigan. When the worker laid off at the first place transfers, they carry with them their employment dates for seniority and their eligibility for pension for holidays and other fringe benefits so they do not go over entirely as new employees.

Another basic clause deals with relocation. An employee assigned a new job at least fifty miles from where he was laid off and who changes his permanent residence as a result will receive a relocation allowance which varies from \$130 to \$459--depending on the mileage and number of dependents he has.

One clause which might be of particular interest to school people deals with leaves for study. A laid off employee who is entitled to reemployment and who applies for reemployment and desires to pursue either before or after returning to his employment a course of study set up in accordance with any governmental education program regulations shall be granted a leave of absence. Such leave of absence shall not, the clause asserts, constitute a break in his length of continuous service and all he has to do is notify the management and the union once a year of his intention to return to work at the completion or termination of such study.

Quickly, two other clauses, the first regarding supplemental unemployment benefits. In a week where an employee receives unemployment compensation, he will receive between \$82.50 or \$88.50 a week additional money. The difference depends on the number of dependents he has. Plus in a situation where unemployment compensation has run out, he receives between \$110 and \$160 a week, again depending on the number of dependents. Finally severance pay, an employee must have at least three years of service and the severance pay equals a minimum of 4 weeks pay. In a situation where the employee has three years service it goes up to a maximum of eight weeks pay for employees who have 10 or more years of service with the company.

The Community College Role in This Changing Industry:

In regard to how education facilities can assist some obvious generalizations occur immediately. As the changes take place in the iron ore industry from the underground mines to the open pit operations, from the mining of traditional conventional iron ores to taconite operations and pellet operations, a large percentage of the employees in the old type of operations are unskilled or semi skilled at best. The newer types of operations, particularly as automation takes place in pellet production, demand a full scale of technical skills and occupational levels. Present job classification such as electronic repair man, mill

wrights, electricians, etc. are jobs that were either non-existent or had only a few people in them in the older type of operations. Also fewer employees are needed in the effort.

It becomes necessary to plan for more skilled employees, and a necessity of up-grading individuals so they may fill vacancies at the new skilled levels. The quickest way to give you my views of what type of institution might be best suited to take care of the educational need is to read to you part of a resolution I wrote for a state AFL CIO convention in the state of Ohio:

Whereas a recent study commissioned by the Ohio Board of Regents concluded that existing university branch campuses are not only inadequate to expansion into four year institutions, they are not doing as good a job in their communities as two year schools...

It may help to interject a description of the Ohio situation very briefly. There are large state universities. The bigger ones are well-known through football and other activities beyond the classroom, Ohio State, Ohio University, Kent State, etc. Each university may have from 3 to 10 two-year branches. These branches, the report referred to and reported by the Regents, are too closely controlled by the home campuses which look upon them as a means of relieving enrollment pressures of the main campus.

These university branches in Ohio give no evidence to date of holding any prospect of meeting local community needs. Students on the branch campuses most often have to take less than a full course of studies or take subjects in which they have little or no interest. None of the branches surveyed local educational needs, and it is doubtful that the bureaucracy on the home campus would permit them to respond if the needs were identified. The branches are not meeting vocational and educational needs which require shorter term programs and more practically oriented education.

What Ohio needs is good quality educational facilities, located within the states community which are directly responsive to each particular community and the best answer to meet this need so far is the emerging community college system of Ohio. Yet, in a state with about 11 million people, there are only four functioning community colleges.

The Ohio community colleges seem prepared to try to serve peoples' needs in three ways: 1) as a preparation ground for students planning to go on to a full four year university; 2) as a valuable instructional institute in career skills including the awarding two year associate degrees in technical areas of training such as are needed in the iron ore industry as well as in other technically oriented industries and occupational fields; and 3) as a provider for personal self enrichment for adults.

Community college programs seem to be developed around the needs of local citizens; whether they need remedial work below the university level, are going on to universities, or are training to fill a particular manpower need in the community. For example, in Cleveland, the Cuyahoga Community College found there was a great need for training truck drivers of the semi skilled variety. The college threw away all the conventional standards seen too often in education and went about the business of training truck drivers. It raised some eyebrows down in Ohio. One of the most important advantages of the community college to the working men and his family is that the cost is only half, about 60% of the cost of the typical university campus.

...therefore, be it resolved that this convention urges the state of Ohio to convert its collection of branch campuses into a network of community colleges which would be responsive to the people in the areas they serve.

Conclusion:

Clearly new and changing industries place new demands on workers and unions and create new educational needs for people in your communities. Just as clearly, there is need for new educational institutions and approaches. The community college seems best able now to provide such service, and until these few colleges stop trying to help those who need it or until something better shows up, I will write additional resolutions of support for them.

CHAPTER FOUR

THE FARM BUREAU AND EDUCATION

By

Ed Grady*

Minnesota's most important resource is its people. They are basic to our state's economic and social structure. They provide the labor and other resources for the production of all the goods and services in Minnesota. They consume--and they build. There are 3.8 million people comprising our population--two-thirds urban and one-third rural--and, on the basis of age, 47 percent under 25 and well over 50 percent under 30.

Few will question that youth today are an important as well as a sizable force in our society. They are more concerned, more vocal, better educated and perhaps more in "touch with tomorrow" than their elders. Minnesota's youth--both rural and urban in the confines of the upper midwest area at least and probably nation wide--have within their grasp greater opportunities than any past generation. A constantly changing world presents them with major problems and challenges in their quest for satisfying and rewarding lives. In this changing world, too, youth themselves--along with their families and society--genuinely are concerned about the future that youth, today's link with tomorrow, face. Some major problems or concerns would seem to include at least the following:

Employment concerns them. No matter how well trained, opportunities for work must exist for youth. These opportunities, in turn, depend in large measure on the viability of the economy and its growth.

Family relationships concern them. The family, though still basic and the focal point of life, is beset with changing lifestyles, ideals, and stresses.

Migration concerns them. People--our young people especially are on the move . . . from rural to urban, Minnesota to other states and urban to suburban.

Behavioral patterns concern them. Different generations have different codes and understandings that complicate personal relationships.

Stress concerns them. Problems of war, peace, rapid change, mental tensions, poverty, pollution, drugs, and morality are immediate concerns faced by youth and by all of society as well.

*Mr. Grady is Director of Information and Public Relations, Minnesota Farm Bureau Federation, Minneapolis, Minnesota.

Education concerns them. Nearly everyone is demanding a more relevant and changing education at every level--elementary, high school, vocational and technical and college.

On this latter score particularly we are pleased to witness, and be a part of today, a conference such as this involving the personnel it does. This forum, if you will, evidences to us an awareness on the part of key community college people of the challenges and opportunities the future holds. It indicates a determination to have as a primary focus, in performing their institutional mission, preparing for life and a career young men and women who do not choose to attend a 4-year college or university. We hope that the outcomes might be sound ideas, practical recommendations and constructive observations as to how community colleges might more meaningfully serve the educational and informational needs of students--in particular those whose families are low income.

For over half a century, Farm Bureau members have been fully committed to meeting the challenges of sound progress, development and change in rural America. Our interest, understandably, is as deep as it is sincere and sustained--since this is where we individually live, work and invest in the present and in future opportunity for every farm family.

Farm Bureau looks upon proper education as the key to the preservation of our freedoms and continuing economic development. Historically, for the 52 years of its existence, Farm Bureau has been much a part of on-going efforts to strengthen public and private schools and to improve educational opportunity for young people.

Traditionally, the educational system which we prize in America is one that has been, by and large, developed and guided cooperatively by state and local units of government and the citizenry. It is our firm conviction that if we are to continue enrichment and expansion of educational opportunities--and if we are to maintain the adequate and quality education vital to the needs of a free people--the responsibility for planning, programming and basic financing is primarily and properly that of state and local governments.

This is not to say that there is no need for supplemental federal assistance. However, since federal encroachment (in all levels of our school system) has greatly increased with federal aid, our concern is that any further expansion of such input be based on adequate study and demonstrated need. To help defray the costs of higher education, we favor increased deductions or tax credits to individuals.

We believe that every child a product of a public school system should be prepared either to enter a decent job upon leaving, or to enter upon and successfully complete post-secondary occupational preparation or college. The schools should be, and must be, just as responsible for placing every young person in gainful employment as they are in placing him in college.

At the post-secondary level, our progress in recent years notwithstanding, our capacity for most occupational education lags behind current needs. In this connection, we believe occupational education, along with counseling and guidance, should begin with orientation in the grades and should be a part of the secondary school program.

We need also to continue expanding post-secondary occupational education and to encourage elementary and secondary schools to place it on an equal footing with academic education.

Recognizing as we do the need to prepare students for jobs outside the local school area, we support the concept of vocational education and post-high school job training and retraining. Post-secondary and collegiate youth need programs and activities relevant to the needs of today's students for employment in agricultural occupations. Because they do, Farm Bureau urges adequate, up-to-date and modernized vocational education programs--including those in vocational agriculture and home economics--which address the reality of profound and rapid technological changes in the agricultural sector.

These programs, and those closely related to them, have long been, and must continue to be, fully and completely utilized. They are invaluable tools for development of talent and leadership needed in farming and in the agricultural service industries.

Conclusion:

No less is required to prepare rural youth to meet changing needs of a modern society and a commercial agriculture. Equally as important, we submit, is the fact that no less is required if they are to be adequately prepared for their greatest contribution to society--satisfaction with themselves.

CHAPTER FIVE

IT IS THE COLLEGE, NOT THE STUDENT, THAT IS DISADVANTAGED!

By

Silas Parnell*

Look around you and pretend you are Black. If you were, you would be the only other one here besides myself. If you could really do this, you would begin to feel how many minority students feel when they finally get into your institutions up here in the Northern Midwest. They look around, they wait, they stand close to the door, and they say to themselves, "Will another one ever come by?" Poor rural kids probably feel the same way.

Problems of low income students in general and Black students in particular do not begin with what is wrong with the student. The problems of minority students begin with disadvantaged school administrators--particularly in terms of broad social experience and a broad sense of moral responsibility--and with disorganized colleges and unconcerned adults.

Agencies are needed which are committed to take the students the way they come. There should be absolutely no regard for test measures of where students are supposed to be, for special preparation, for remedial work as the basis for admission. If the colleges are unprepared to do this, to take students the way they come, then something ought to replace colleges. Let us look at some of the major problems involved.

Psychological Tests:

A large problem for minorities has always been the psychologists turned out by universities. Maybe it is not so much the psychologist as the psychologist's tools. These seem built expressly to define minorities out of existence. For example, our agency worked with a person who is 28 who had been in a mental institution for 18 years of his life. Predictions based on tests were he would never make it out, that he would never be able to do anything constructive, that he was hopeless. Fortunately, we have some dumb people on our staff who did not know he was hopeless, and who ignored the test scores. They arranged for some training for him, and he is out working today, making a living and happy.

The proper approach starts in a little different fashion. Agencies such as ours do not say we know all the answers, but we do feel we know a little more about the questions. The counselors who work in our

*Mr. Parnell is Director of Educational Services of the AdaS. McKinley Foundation, Chicago, Illinois.

agencies are the students we got out of the streets last year. Nearly all of them had been predicted to be failures by schools and school psychologists.

An example of how much it helps to be dumb in some instances regards one of our counselors who was really a dummy--he did not know he was not supposed to make it. Predictions indicated he would never make it through high school. Tests scores indicated he would be lucky to get a job and he should definitely forget school--he was so slow, the tests said, nothing could possibly be done with him. The schools did not ask him; they just looked at the test scores. We took this dumb kid down to the Central Y and talked them into taking him in. He kept going on, and now he has a masters in guidance. None of the tests he took measured motivation.

When a school starts to get hung up on cut-off points and runs everyone through the same procedures, they have just cut out most minority and poor students. The procedure seems to indicate school people really want to get hung up on the business of becoming a little Yale, or a little Harvard. To me this is just a "cop out" from really wanting to work at teaching. How much teaching do you have to do when you admit students with a college board score of 660 in verbals and 660 in mathematics? Hell, they don't need you! All you have to do is have a sign with an arrow pointing to the library. I have a great deal of respect for the junior college which resists this particular game or rat race. Not all do, but those which do are where the game is really at--teaching students who need to be taught.

Relativity and Desperation:

Any consideration of minority students has to be relative. It depends often on where the minority students come from or are located. For example there really are not many Black people in Minnesota--less than 3% of the State is minority. This is a lot different in Chicago where there are plenty of Blacks to go around. I have news for you also; they will come here to your schools and for other reasons like jobs if there is a realistic opportunity. Now I do not suggest you have to be desperate to come to Minnesota, but I do suggest we have a lot of desperate people who would come if they could see some reason for it. This leads to an area of discussion seldom referred to, the students level of desperation.

The cold wind off Lake Michigan is something else. The student has a choice, and he knows it. He can either pull some grades and move along, or he can get back out on that corner and the cold wind will get to him. The problem is that when he decides to dig in, the school has got to go with him. Too often the school starts out by telling him he should not be there. The choice the student felt to be his, really is not his if the school has taken matters out of his hands ahead of time. You know what I mean--ACT, SAT, National Merit, and all that kind of crap. As mentioned earlier, these do not measure motivation nor do they measure desperation.

College Admission Attitudes:

There comes a point often when a college decides to get with it, that there is a responsibility to help those deprived by society and schools in the past. The first look around by the admissions people, in areas like your own here, lead them to say we can not find any minorities. This really is not true. What has been said is they can not find any who meet their requirements.

Anyway a big recruitment campaign is begun, and the college starts to look elsewhere for minorities. Every college winds up looking for the same kid--the kid who needs the least amount of help. Every college is also looking for some nice peaceful minority students; ones with no record of militancy. They have got to be out of their cotten picking minds! All Black folk are militant. I am sure all true Chicano folk are too. They have to be! It seems the only way to them to get "the man's" attention and get him off their backs at the same time.

Financial Problems:

One of the primary ways students can be reduced to being disadvantaged has to do with insufficient resources. What kind of resources? All kinds. The one most easily understood by university administrators seems to be financial resources. The minority student comes with little or no money, but more importantly it must be understood there is no one to send him any money. There is no way most of them can write a "Dear Dad" letter.

However, the college can be "conned" regarding individual financial needs. I know some which are not spreading their help far enough simply because they let some of the kids talk them into giving too much to too few. Check your own family. When did you last give everybody enough? The college has to reach a point where it can say with confidence the amount of help offered or given is enough for the individual involved. There are odd things which creep in, though. When Thanksgiving or Christmas roll around, we often have to find a place for students to stay because they can not get home.

Educational Resources:

The hardest part for our students though really is not financial, as hard as that is. It has to do with educational resources. Money does no good if the student flunks out after being recruited, tested and admitted. Most non-minority people just seem not able to get it into their heads or to understand the educational backgrounds of minority students.

Let me give an example of what happens in an inner city high school. Assume you have an entering class of 900 students. By the senior year of high school there are 300 still around. Then you have a college bound counselor sitting in the guidance office who takes a pencil and runs a line through the middle of the name list of the 300 survivors, and for her or him this means that any student in the lower half simply

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does not qualify for college. Of the 150 students left who are recommended as college material, perhaps half will get in somewhere and one-third will graduate. In short there are now 850 of 900 students missing somewhere. Colleges ought not to be fighting over who gets the 50-75 good risks. They ought to be out working with the ones fallen along the way. Inquiry must start from --how did the system fail them?

Special programs were invented to help the disadvantaged. It is band-aid work again. We could have special programs from one end of the country to the other, and it would not make a bit of difference. The problem never attacked is--why do we need the special programs. If you were working for Ford Motor Company and a dye was made to stamp out bodies but which also stamped out damaged right front fenders, you would not build a new building across the street to straighten out right front fenders. You would shut the dam old plant down and straighten out that dye. This is what education ought to do -- they keep putting out kids with damaged right fenders and then try to cure things by building more buildings (special programs) to take the dents out without finding out what causes the damage in the first place.

The greatest source of damaged right fenders for our people are disadvantaged teachers. The greatest disadvantaged teachers are those who can not and do not intend to really talk with our people. It has something to do with the dominant whites always expecting non-whites to become just like them and it also has something to do with tenure. I do not wish to discuss that particular subject of tenure because it infuriates me so. Regardless of why, the first problem is that most teachers do not understand our language or our culture. Often the students will try to talk to the teacher but they either will not listen or they do not understand and make no effort to understand. This is a basic reason why there were 850 of 900 students unaccounted for earlier--dudes forced into the streets and who are figuring out new ways to keep alive.

Family Resources:

Mention was made earlier that most minority students can not write "Dear Dad" letters for several reasons. There are other complications. A student from a middle class family has had 17 years of dinner time conversation which has helped prepare him for educational processes including college. The learning process takes place wherever you are--in alleys, on the streets, and home across the dinner table. At the heart of it is the matter of advice--how to stay out of trouble, when to come in, some basic goals for life, etc. and the language to make it work. Our students too often have not had the opportunity of small but important dinner talk. There are few people of power behind our students. They have had to invent their own power, and the middle class society does not necessarily like how they went about it or the results. A case at point--the NAACP and the Urban League had tried to integrate the fire department in Chicago over a fifty year period and got nowhere. The kids got out in the street with house bricks and firebombs, and they integrated that fire department in twenty-four hours.

They have become their own community resource through a different level of desperation. Our view is the only difference between the boy on the corner and the boy on the campus is information. That information, and help, comes either from the family or from community resources, and both have been lacking--the family because of an inability to help, and the community because of indifference.

One of the big problems again are the schools. They ought to be one of the prime community resources available, but too often they are not. Our students feel themselves to be forced into a social situation, the school, that they have to view as a hostile environment. It is not just a matter of psychologists and teachers who do not understand, it is the matter of the attitude of the janitor, the lady serving food at lunch or the head resident. The school, and the major number of employees in it are simply not sensitized nor are efforts made to make them sensitized to the needs and the nature of minority students. The result is that the admissions officer recruits Black students only to have the janitor turn them off and out.

Weak College Presidents:

College presidents are a major problem. Too often they have not made their policies clear and their position visible often then they intend to survive. Minority people have found in talking to them, once they move through the protective doors to get to them--and again the young people have had to invent their own ways of getting through those doors to the head man--that they are free and easy on promises which they cannot keep or do not intend to keep. These leaders tell the people one thing, and then the faculty another. We have found that when a president stands up and clearly states a policy and takes a clear position that the community, the faculty and everyone else may not agree but things start getting done.

The usual president is one in a state of reaction. Trouble in the dorms brings one reaction. Trouble on the mall brings another. Firing incompetent faculty results in all hell to pay. A losing football team brings the town down on him. All this type of behavior tell the students something--and not just the Blacks. It tells them there is no game plan, and the only thing involved is the president wants to survive and keep others pacified or ignorant. There is no position of action, of concern, or of regard for the students other than as statistics; there is no commitment to students or to outcomes for students--the commitment is processes and continuance in a position.

The lack of commitment by weak college presidents soon spreads to others. The faculty, the line administrators, the staff and eventually the students pick up the tone set by the head man. The president, if he is a leader, can turn everybody on. Most only succeed in turning everybody off by being wishy-washy.

Communications with Students:

Students rarely know what is really going on. Everything is a rumor! Information comes by way of the grape vine. This seems to me to reflect again a lack of concern for the students.

The student is reduced to wondering about his financial aid, housing, grading practices, and supportive services he could use go unknown. This confusion erodes. It tells the student the institutions are concerned about institutions and not the people in them. The Black student in the Midwest came from Georgia, Mississippi and Alabama--dressed in tennis shoes and no money to get home on, has said good-bye to his folks for a long time. He needs every angle to survive, and it is the responsibility of the institutions to communicate to him all the angles for survival.

Some New Approaches:

Number one--got to stop waiting for the government. Got to stop crying about money. Lack of money is the most often used excuse for doing nothing when people really never intended to do anything anyway. We got a name for people who keep telling us they are going to do something just as soon as they get a federal grant--poverty pimps.

The greatest resource for innovation and commitment is within the college. Money can be found and if you have a commitment it might not take as much as if you have a fat grant. One of the greatest tools can be in the faculty; good faculty who just need a pat on the back to keep going.

There is always on almost every campus at least one instructor who feels he has the ability to teach a frog Latin. There are always some faculty members aware of problems facing the underprivileged. They do not need as much money as they do support for the things they can and will do. It is truly a matter of positive thinking. Find the positive thinkers and turn them loose.

Number two--have some minority and previously poor people on your staff. Do not tell me how liberal you are, how noble and lofty your aims are if you do not have minority members on your staff. You can be out in the boondocks a long ways, and you can still get minority representatives out there. Dollars spend out there as well as anywhere and your salaries in the Northwest and Midwest will draw good people out of Jackson--if you don't believe me, tempt them.

Number three--listen, and listen well. They have a grand need to keep telling people. Well how many of the people providing answers have lived in a housing project? How many have been to a ghetto school? Listening to the people who have come from these backgrounds may lead them to have confidence in the listener.

Number four and my conclusion--students are human. You motivate them the same way people motivate you. Quit talking about your needs, standards, tests, money crises for institutions. Talk about student needs -- human needs. Talk about benefits--the students benefits. This is by way of getting the focus where it is not but where it ought to be--the student!

CHAPTER SIX

THE YOUNG - CATALYSTS FOR AN EDUCATIONAL AND RURAL RENAISSANCE?

By

Don A. Morgan*

It is proposed here to examine first why it is we have schools and colleges in this country--what are the purposes and functions of that collective institution of education. This will be done within the framework of the expectations the young seem to have at present of education and their perspectives of its future value, as these views are visible to me. Next, a brief consideration will be made of the possibility of a rural renaissance occurring, based on the involvement of youth in communes coupled with persistence of the agrarian or rural myth of the good life. And finally, an evaluation of the community college's relativity will be made.

The Purposes of Education - Economic:

In an egalitarian society such as ours, a basic problem is the assignment of economic role and economic role expectation. In the main, this function has been transferred to the educational institutions. These have come first to establish the economic role for an individual through a certification process called education, which results in the distribution of individuals throughout the economy.

Translated into another context the dominance of economics can be seen clearly if the schools are viewed simply as giant sieves. Onto these particular sieves are herded nearly all the people of the country, whether they wish to go or not, education being compulsory until sixteen. The school then proceeds to discriminate among them by various means and to eliminate increasing numbers as the years of exposure lengthen--in short, people start pouring out through the holes in the sieve. As individuals come through the sieve by being kicked out, forced out, defined out of existence, dismissed because they have no resources to continue, or with the stamp of approval of the schools on their foreheads indicating they have completed whatever it was they were doing and are now capable of marketing their skills in society, these individuals

*Dr. Morgan is Associate Professor of Education and the Director, Living Learning Center, University College, University of Minnesota.

¹Parsons, T. and Shils, E. A. (editors): Toward A General Theory of Action. New York: Harper and Row, 1951.

move into society at relative levels of reward expectation. The crux of this process for the individual is that the longer a person can keep from being put through the sieve (the more education obtained) the better off this person will be in the end, at least economically. Described in this fashion the basis of education can be seen as firmly rooted in the economic needs of the country. America has placed increasing emphasis on education because of individual economic needs and wants as well as national economic needs.

Increasingly in the twentieth century, Americans became convinced (with some justification earlier) a college education was a must for their young as the best immediate opportunity to enhance social and economic mobility. In the public mind there became rooted the conviction that education was somehow directly connected with the potential of income and that this was the justification for it. This conviction was periodically reinforced by studies reporting a B.A. to be "worth" some additional sum over a life work span. It is only quite recently that this has changed and it has changed drastically.

In recent years more and more college educated people have been pouring out of engorged institutions into the labor market which has been clearly curtailed by a dislocated and adjusting economy. The income and positions recent graduates could command have not met the expectations of either themselves or their parents. To heighten the sense of crisis, it does not seem as though the well spring has diminished--sources in society keep insisting to their young that college is the route. With increasing numbers of young in society and more of them finishing high school without marketable skills, pressures will increase on colleges to accept more and more students for whom there will be little to do at the end of four years, just as there is little for them to do at the end of high school. The only difference will be that they will have more years of school.

A full scale dilemma has risen over the simple fact there are more young than the labor market can absorb, and there are a limited number of options about what to do with all the young not needed--the Army, unemployment, a European trip, and college are all rather temporary and not the total answer.

Meanwhile, society is still hung up in having no other basic way to determine economic roles or to distribute people through the economy other than by its schools. Check the nearest post office wall relative to civil service positions if you wish evidence of this. On the wall will be pronouncements that a Ph.D is worth so much, a M.A. a bit less, a B.A. still less, and a high school diploma much less--and if you do not have a high school diploma, do not apply. The complication is, of course, that there are too many Ph.D.'s, MA's, BA's and high school diplomas. The basic function of discriminating among people has not been satisfied by present schools. The sieve needs to be lengthened--longer periods of time in school supported by the tax payer--or different sieves (new schools) invented--community colleges, technical schools, job

corps, etc. At any rate, the present school sieve is working inefficiently since too many people have avoided being put through the holes and have arrived at the end of the sieve as successful game players but with no immediate economic role or reward for having won awaiting them.

The young person, told all his life the way to success is through college and finally making it through only to find out the college is not the gate to fame and riches or even to an income, can be expected to be critical if not enraged. If these young people feel as though they have been lied to, they have good reason. A complicating problem is that this country has not been in focus nor understood that there are other purposes than just economic ones for education.

Broader Purposes of Education - Custodial:

Illich seems to indicate four basic purposes of education (and I would urge all here to read his Deschooling Society.²) These are:

1. Schools are custodial--they are assigned the care of young people not wanted elsewhere or needed elsewhere. This function is most easily seen and understood by examining kindergartens or elementary schools, though it holds true now through the total spectrum of educational years;
2. schools are transmitters of culture--the storehouse of a societies experiences: values, judgments, ideas, history, patriotism, cleanliness, attitudes towards adults, discipline, a knowledge of the world of work and the expectations to do better in it through being better educated (inherent in the organization of education seems an urge to convince the non-educated that education is of value);
3. schools are trainers of people--people surgeons, tree surgeons, teachers, welders, typists, etc., are trained and come to possess skills they did not have before they started training. It can be clearly shown they have been taught these by the schools though it cannot be proved that the same schools are the most efficient way in which to do this; and
4. they will discriminate and exclude--and this point needs deeper examination.

If the basic purpose of the school is to discriminate among people and to exclude them from schools (and schools do this efficiently if unevenly) it can be easily demonstrated that the people who pour out of schools first are the caste minorities--Blacks, Browns, and Reds, and the economic minorities--the poor of the welfare variety and the poorly educated and prepared of the rural variety. The sieve being used (the schools) it should be pointed out, is most influenced in structure and function by the dominant upward striving white Anglo Saxon urban and suburban populations. As a sieve is a combination of holes and raised abrasive barriers and as the minorities and the rural poor have had no great hand in building the school sieve, these minorities and poor are consequently unaware of where the holes are or the relationship of

²Illich, Ivan. Deschooling Society. New York: Harper and Row, 1971.

abrasive barriers to holes and are typically the first to be discriminated against--i.e., they are put through the sieve first and are assigned a lesser economic potential than those still playing the game.³ And though it is a fact that the degree winner, or successful sieve game player, may not get the precise job wanted nor at the income expected, he is in competition for jobs. The person put through the sieve as a non-winner is compromised horribly in the same competition. In the past there were jobs for the first ones through the sieve, boot-blocks, mine jobs, ranch hands, etc., but these unskilled occupations have all but disappeared.

Now it is not enough to assume simply that increasing the different kinds of schools is going to change the fact that not all young are needed or wanted economically. New forms of schools are only reactions to another basic function--the custodial one of keeping unwanted people occupied. Each new form of school invented comes with the same erroneous assumption seen so easily as underlying the premises of the Job Corps. The Job Corps was apparently designed with the belief that given sufficient hours of training those sieved out of previous schools earlier or otherwise not possessing marketable skills would find sufficient numbers of jobs waiting at the end of such training, but this proved not to be the case at all nor is it the case now.

So a basic function in our society the custodial, has been added to the economic function and the two are closely related. All new forms of schools and colleges generated to occupy the young for longer and longer periods have been created under the premise that they are refiners of manpower (imparting marketable skills) as well as manpower pools (holding people in readiness for when jobs are developed). Undergirding this, of course is the assumption that all in school are expected sometime to become involved as producers as well as consumers within the economic system when it is not at all clear that the economy, geared to increasingly technological production which limits employment while over producing, is not the cause of certain basic social upheavals in the first place. Too many goods of the wrong kind and at the wrong time for example, appear a basic cause of unemployment.

The Schizophrenia of Education:

Regardless of what this society can or can not do with its various over production, schools have been reduced in the process to a general unanalyzed form of insanity, schizophrenia. Schools, in part because of this insane condition, are also increasingly unpopular and I feel this stems from being misunderstood--both as regards the normal and abnormal aspects of schools.

³ Moore, William, Jr. Against the Odds. San Francisco: Jossey Bass Co., 1970.

Society expects education on the one hand to be the custodian of people unwanted and unneeded on the labor market and to do this for longer and longer periods of the individual's life. New institutions such as community colleges are formed to do this; these only, however, suspend the individual in essentially a non-productive pursuit.

The country simultaneously remains convinced, totally erroneously in my opinion, that education is of such value to the individual that the individual should pay for it. This is most easily seen in the insistence that college students are made to pay tuition. If they can not do this, they are not given aid but are encouraged to take out loans or perform work study "obligations" to get the money or quit school. There is little support politically for the contrary truth; educated individuals first are valuable to society, and education at all levels should be made free if not compensatory. That is, people should be paid to go to school because it does teach them things and because it does keep them involved when there is nothing else to do. Non-productive alternatives to education, e.g., welfare and military service are extremely costly tax burdens and are not only totally non-productive in conclusion but destructive of individuals--both psychologically and physically and are too high a price for either individuals or society to pay over a protracted period.

On the other hand, society still expects schools to continue to exclude people. This would still be a realistic function if in so doing, as noted earlier, these people were awarded corresponding economic roles. The harsh fact is that there are decreasing numbers of productive roles and jobs for those excluded.

The full inconsistency is now seen--the schools are asked to include more and more people for longer and longer periods of time while simultaneously being asked to discriminate among them and to exclude more and more of them. This is the cause of the schizophrenia--the school has been assigned incompatible tasks by being asked to be the cause and solution simultaneously of how best to deal with a surplus of population--a surplus complicated by the drift of the economy toward further technological advances which requires yet fewer individuals in productive roles.*

Alternatives to Education:

Though alternatives within education are clearly visible in the attempt to cope with the magnitude of the role assigned education by society, these are for the most simply reworked versions of previously existing forms of education. The measure of this is easily taken; are the new forms, such as community college or technical school, assigned new functions or are they still occupied with training and exclusion while being custodial in fact? Alternatives to education are not now visible in this society. No "acceptable" social institution has developed as an alternative. Such an alternative would first have to consume positively the efforts and energies of unwanted people.

*See Chapter Three. Editor's note.

War - A Basic Institution:

The word "acceptable" was stressed as in actuality one social institution has been developed through the experiences of this country to absorb unwanted people, but it is not acceptable to me as a final solution. This institution is evidenced by the symptom of continual war, but it is based on an economy the bed rock of which is the military-industrial community,⁴ a situation reaching enormously complicated refinement since World War II. Simply put, the product of the military-industrial complex must be consumed either through threat of war (preparation for war, i.e., the cold war) in actual wars of our own, or in wars we help others fight. More complexly, this has become an historically sanctioned manner in which to deal successfully with huge amounts of surplus energy sources--both human sources and those produced in the economy as goods and services.

War is such an efficient solution to the basic problems of overproduction of peoples and goods that we have used it throughout our entire history. Deloria makes us look full face at the big lie of our telling ourselves we are a peaceful country by documenting that we have been at war throughout our history--earlier wars were continuous as when each tribe of Indians was encountered and their lands invaded.⁵ The Indian wars were doubly advantageous to our producing nation as they consumed goods and people during the struggle and they offered new land for occupation by the survivors-- a place into which to ship additional people and things.

War, however, has never been a basic institution--the underlying causative institution is that of economics and the production system employed. Since the close of the Indian wars, we have engaged in a continuing series of economic wars beginning with the Spanish-American War⁶ and leading to the Vietnam War.

Having paraded ourselves for so long as a peaceful people, it may be expected some will find it difficult to realize the contrary has been true. Lippman once noted in writing about World War I that there has been a⁷ strong tendency for democracies to fall prey to their own propaganda.

⁴Reisman, D., Denny, R. and Glazer, N., The Lonely Crowd. New Haven: Yale University Press, 1950.

⁵Delaria, Vine, Jr. Custer Died for Your Sins. New York: The MacMillan Company, 1969.

⁶Kennan, George. American Diplomacy, 1900-1950. Chicago: University of Chicago Press. 1951.

⁷Lippman, Walter. Public Opinion. New York: Harcourt-Brace, 1922.

One related problem at the moment is that our young are not as easily fooled in these matters. They know full well that we have been at war all their lives, our peaceful pontifications to the contrary. They also see something incongruous in the national conspicuous consumption of the military and space adventures when there remain such distinct and painful social and individual problems seemingly being ignored.

Youth: Over-Production and War - A Crisis:

It is not pleasant for the young to realize their compromise at present is only part of the historic over-production tendencies of this country. Nonetheless there are too many of them in sheer total numbers, and there are also too many of them trying education as the route towards identity and income potential. This embarrassment of the young coupled with their new awareness of our cultural and propaganda inconsistencies, and it has produced a crisis for many of them, individually and collectively.

The impact of the present Vietnam War on this generation of young can not be over-emphasized. It is proof to them of the final immorality of a system which insists on production and then insists on the consumption of that production through any means, including war. The consumption of this over-production complicates and threatens their lives, socially and physically. This speech was not meant to be an anti-war polemic, and I do not see it as such now. It is just not possible, however, to speak of the young and their views of almost anything without giving an overview of the interrelated problems of over-production of people and goods, the near blind support of the economic system by colleges and universities and therefore the support of a war which has devastated the moral base of this country for over 15 years.

The Crisis of Human Worth:

A principal crisis which has developed centers on the belief of the young in their own worth in the total value system of the country in which they were born and raised. The result for many is despair and for far too many others the anxiety and anger of repeated frustrations. It has influenced their thinking about schools and brought many to search for a way to head the country towards a renaissance in which a balance of individual and societal values can be restored.

Each society would seem to have had its youthful critics and others impatient for change. Each society has corrupted through uneven distribution of wealth throughout the supporting populace. Each society also seems marked by unresolvable inconsistencies. Our problem is that our young have come to be aware of these inconsistencies, e.g., it is not right to lie but it is all right to lie on your income tax return, or we are continually at war in the continual search for peace.

The social inconsistency in our case which would appear to be felt most keenly by our young is that they do not feel they are regarded as having intrinsic value as human beings. This comes to them most clearly in the obvious higher value of property and production over people--really an ultimate moral dilemma for more than just the young. Or they see it in the higher regard of education to support the production systems first and individuals second.

Questions flow from this such as is there universal applicability of rights in a participatory democracy, particularly as it applies to the establishment of priorities? Can a single person help establish national priorities? Can a single person help establish national priorities which will reassert in fact rather than in pontification that humans come first and property second, that war can not be a method of pursuing peace? Additional questions arise such as why should the country over-produce when the price paid for over-production is well-known--depression, unemployment, conspicuous consumption by the affluent, hard sell advertising to create needs and wants for goods in the minds of individuals who have no basic use for them and who can not really afford them, environmental despoilation, wars of economic adventure geared to gain raw materials along with cheap labor and which simultaneously consume large quantities of the things this country has over-produced in the name of profits, honor and democracy.

The Present Economic Status of Young and Old:

Our country suffers from over-production on at least two fronts--there are too many people produced who are subsequently caught up in the process of producing too many things which then must be consumed or destroyed. The extreme ends of the population, young and old, are compromised first by such a situation. They are clearly not needed as producers, most do not have the wherewithall to be major consumers, and nothing has been invented for them to do which carries the potential of significant income and the resultant social and personal dignity.

The young and old are forced into a continual need to define their own sense of worth. And the young in particular are inventing new social forms by which they do satisfy their needs for identity and worthwhileness. Since young and old fit into no manpower need schemes, they are constantly forced into other avenues of activity which carry less status, if any status at all, and they resist and resent the categorization.

The young and old differ, however, along a most important dimension--the amount of time and opportunities available to them. The young face increasingly a life time of shifting economic fortunes, possibly under-employment or unemployment. The old, on the other hand, have had their opportunities and are defined out of economic value for the last years of their life.

The Power Base of the Young:

The young have no base of power. Youth movements in colleges and out, which coalesce around issues or events, are characterized by wide-fractionization and impermanence. Further, their thinking runs counter to the legalistic based logic supporting power in this country.⁸

No spokesman for them has emerged. Only a few political figures attract them, and though Eugene McCarthy was marginally successful in rallying many to his cause in 1968, he bore then and now two massive burdens, he is not young and does not think like a young person, and he spoke only for the college elite--only a part of the group I have in mind when I think of the "young".

Rural Realities and the Agrarian Myth:

Throughout the history of this country, as with other countries, there has been a constant migration from the more primitive and harsh frontiers to the city. This process has not now abated and has approached a flood in some ways.

Presently fewer than eight percent of our population is occupied directly in agricultural production. One only has to drive out in the country anywhere in the Upper Northwest to see abandoned farmhouses, tumbled down barns, and the land emptying of people. The land is still in use, increasingly by corporation and not family type farming.

This historic drive towards the city by a part of the frontier or rural populations has been heightened significantly through the application of technology to agricultural production and the subsequent elimination of the need for human labor. Again the process is repeated--humans are defined as not needed.

There are, as an aside, fantastically complicated social problems created by the mass movement to urban and suburban centers. One of the most significant human migrations of recent world history was that of the Black from the rural areas of the South to the urban areas of the North. Between 1950 and 1965 there were possibly more than eight million people involved in this migration, and the social problems resulting have not been adequately dealt with at all. This is being repeated now on a minor scale with the Chicanos who followed farm jobs into the Midwest and their mechanization reduced farm jobs. They have drifted since into Chicago looking for work. There are now over 200,000 Chicanos in Chicago many in search of employment and competing with the previously arrived Blacks, many of whom are yet unemployed, and are also competing with the increasing numbers of young Anglos also unemployed.

⁸ Reich, C.A. Greening of America. New York: Random House, 1970.

In the past there was also a counter migration--one from the city to the frontier. New pioneers came out of the city slums to seek new hope on the frontier. The problem, of course, is that basically the frontier (which meant available land) is gone. For a city dweller to move back to the farm now requires a massive capital investment in machinery and land which most people cannot manage, and free land has for the most part been absorbed. A return to the rural life is much more complicated than moving into an abandoned farmhouse, but the availability of such housing reinforces resurrection of the agrarian myth, that a return to the simple, but pure life of toiling the soil and gaining self-sufficiency is continually possible and this has produced an unfounded romanticism among the young which defies the hard reality of farm life.

It would be foolish for me to suggest I speak for or think like the young. Working with Chicanos, I learned early and painfully that it was impossible and inappropriate for me to even consider I could ever think like a Chicano. There was absolutely no way for me to appreciate the total experience it is to be a Chicano--the lifestyle which comes from suffering constantly, oppression, discrimination, and racism. However, it occurred to me then and now that as a sympathetic Anglo, intact first in my own sense of dignity and identity, there were a number of things I could do for and with Chicanos as I had access to avenues within the system that they did not. The same seems to hold true with the young. I speak only about them and not for them. Wright, writing in the context of the disenfranchised Black, stated the case well that those in power have lost forever a moral right to speak for the oppressed,⁹ and the young are the best understood as an oppressed group.

There are some young people who seem to care very much and who are willing to put their lives on the line for what they believe. They are often more enthusiastic than well guided in their causes, but their virtue is that they still can expose causes. In some of these young there would appear to be a strong urge for a return to an earlier ethos which had its base in the rural community. The hope for many seems to be that the good land can be restored and that a decent life for the individual can be restored as well. This is strong medicine. It may or may not kill the pain. It could even kill the patient. The American Indian, his lands taken and full in the pathos of cultural extermination in the late nineteenth century, took psychological refuge in the ghost dance and culture; a last hope and it led nowhere for them then.¹⁰ The agrarian myth may be a similar psychological refuge for the young and could lead nowhere.

Some Directions Recommended and Visible:

Different pursuits than the endless pressure to produce goods must be found for people, and schools can have a positive role in redirecting

⁹ Wright, Richard. White Man Listen. New York: Doubleday and Company Inc., 1957.

¹⁰ Brown, Dee. Bury My Heart At Wounded Knee. New York: Holt, Rinehart and Winston, 1970.

people. It is perhaps romantically simplistic, but I believe it is possible to reorganize our schools so they truly seek to reinclude people in society. Further, I feel it entirely possible to train people to consume each others lives positively, e.g., health services and recreational activities.

The congregation of the young into communes and then a subsequent move into the countryside is romantic but impractical as a large scale answer. Some few communes will survive such as the long standing ones at Taos, New Mexico or at Big Sur, California, both areas, however, have a far more favorable year round climate than the Upper Northwest. The rural life is still a harsh one, and to keep the commune going requires much hard work, devotion and commitment. The Taos communes, for example, have been through literally hundreds of young people to find the hard core of people who will dedicate themselves to each other and then do the hard work of making it work.

If communes were the answer for the disenchanted young (and the same problems of hard work apply to urban communes as well as rural ones), then there would be a commune derived which would meet the needs of any person. This has not proven possible nor is it likely to--and looked at absolutely when an individual is asked to leave a commune because of non-contribution to the community effort, a sanction has been effected as formal and final as exclusion from a Greek city, State or execution in the United States by the electric chair.

A new concept of family must be developed, we must move past crying over the troubled nuclear family. Apparently it was never capable of dealing with the stresses urban and suburban living placed on it. Looser arrangements of peoples must be encouraged, and here the examples of the youth communes are most important. The commune would appear to satisfy the needs of some seeking the support of an extended relationship, approximately the old extended rural family of uncles, aunts grandparents and cousins beyond number. There is an apparent need for identification beyond mate and offspring. There is in the commune a creative consumption of each other in a configuration of respect. More importantly perhaps is that the commune is voluntary and many of them permit short term and informal attachments of people--this allows a method of handling easily what are now major emotional traumas and disruptions of divorce children or children leaving home.

A Proposed Coordinated Approach:

Scandinavian countries have each approached similar, but less massive, problems in ways appropriate to each country. A model would seem to emerge from collective practices found in that total region.

It is proposed that a coordinate effort center on the individual, for example, an individual may become unemployed--he registers this fact with an agency which, if it has no work available for him, arranges free education in programs designed to make him employable. If he is not trainable or if his capability for training is such that only further

unemployment would result, he is placed on a guaranteed income leve. The case would be under continual review. This could work in the United States.

The schools have a large stake in this, but they seem reduced to inactivity or paralysis from having been assigned the intolerable schizophrenic role in this country of being asked to exclude people while simultaneously being asked to include them for longer periods of time. New forms of education have risen, including the now popular and successful community college, but there is no present indication that the tax paying public will support the new ventures adequately nor that they will understand that the present function of such schools supports the over-production of goods. Taxpayers in this society have shown a marked reluctance to understand that the non-productive person--be it a welfare recipient or a student--is a creation of a society and is not necessarily someone willingly occupying that role.

Role of the Community College Not Clarified:

Community colleges can do much. There is little evidence yet, however, that they have risen above the four basic purposes ascribed education as noted here, and none of which addresses the problem of too many people and too efficient a productive system. The most important role to which they might move would be that of coordination of social services as proposed earlier.

Community colleges remain an alternative within educational systems, and what is needed are alternatives to systems geared to exclude selectively. It will take strong leadership within the community college movement to organize for such an effort, and such leadership has not yet emerged. The community college has remained a single minded social service delivery system, and it has not yet contributed significantly to the processes of social change or educational reform.

The community college, if it is to be a significant help, must be extended to serve young and old. Many young are unaware of community colleges since the major portion of them do not go to them. Education beyond high school has not only not been the answer for many of these young people, it remains one of their basic problems--it has excluded them.

Conclusion:

The nation now approaches a condition where minorities defined out of participating fully in educational and economic life are approaching a collective majority. At the base of this situation is a need to invent new reasons to have people at all--a reassessment of the worth--whileness of being human.

The young thinking of social renaissance in terms of a return to the good ethos of rural life have assigned themselves in ways the thankless business of going up against a system to save it when that system sees no real reason to change. Included in that system is the collective institution of education, badly in need of redefinition and reform. It is time for us all, not only the young, to examine more closely just why it is we have schools and colleges in this country.

Clearly needed is a coordinating of planning recognizing not all should go to college, that not all will be able to find work in a production oriented society, that all must be taken care of to the degree possible. At heart our young seem to insist, and I agree, that clearly in order is a reaffirmation that humans are, after all, what it is all about. In their frustration and through their insistence, youth may yet be a catalyst for an overdue renaissance at least in education.

ADDENDUM

SUMMARIES OF PRESENTATIONS MADE BY GROUP DISCUSSION LEADERS

Robert Powless - Recorder*

1. Gil Chavez, Director, Office of Spanish Speaking Affairs. Office of Education, Washington, D. C. Mr. Chavez pointed out that the Mexican-American has long been a member of the "Silent Minority". He emphasized that the system has worked hard to make each Chicano forget that he is one, but has still not accepted him. The positive aspects of a migrant education program at Big Bend Community College (Moses Lake, Washington) were brought out. Success there was felt to be due largely to the large number of Chicanos on the professional and clerical staff of the program.

Two significant points stressed were:

1. "Leadership from the top" (junior college president's office) is necessary to carry out programs in a junior college for the rural low income student.
2. The message of the junior college must be communicated to the rural low income student.

Mr. Chavez raised a question of concern to many in the Upper Northwest when he put forth the query: "are junior colleges fulfilling the role of being truly 'community' colleges?"

2. Will Antell, Director, Bureau of American Indian Education, State Department of Education, St. Paul, Minnesota. Mr. Antell stressed the role of communication, particularly the lack of it between minority groups and schools, as the area needing greatest work if the culturally different are to be given a real chance at success. He emphasized repeatedly that to understand the American Indian, it is essential that the relationship between the Indian and the federal government be understood first of all. This has been a relationship based on laws and broken treaties the sum of which has been total paternalism. As a point of illustration a decision was made by government and implemented by it to encourage Indians to "relocate" from reservations to urban settings. Educational programs were devised by non-Indians in order to give the Indians skills for urban type jobs. The problem was the skills taught had nothing really to do with teaching rural Indians the necessary "urban survival skills", and the training again made the horrible mistake of trying to make the Indians white people--which is to say the old effort of cultural extermination was just set in different language. The point is, of course, that basically the government has never tried to communicate with the Indian but only to dominate with the overall goal of making the Indian assimilate as best he can as a pseudo-white man.

*Mr. Powless is Director, American Indian Studies Department, University of Minnesota-Duluth.

Mr. Antell related that schools far too often pick up the government way of thinking about Indians. The immediate urge is to make Indians stop being Indians and to become white. Many young Indians coming into higher education presently simply will not stand for this any longer.

A major problem for the young Indian in higher education is the poor quality of his previous education unless new ways of looking at the skills he does possess are devised. Not to find out what those skills are, on the Indians terms, and what he hopes to do with them, again on his own terms, is to repeat the historic mistake of talking about "what the Indian needs is..." as seen by Whites and never by Indians.

The greatest asset for the Indian will be educators who ask and listen-- "educators at all levels who seek to communicate". The Marian Report in 1929 and the Kennedy Report in 1969 said approximately the same thing--nothing really had been accomplished for the Indian on terms meaningful to him in the intervening forty years! Forty years from now in 2011, it is likely another report on the subject will say the same thing unless real efforts at communication, interpretation and program implementation are made!"

3. Idelia Loso, Dean of Instruction, North Hennepin State Junior College, Minnesota. Dr. Loso saw institutional response based essentially on the accessibility of junior college programs and courses to the rural low income student and the relevancy of such programs and courses to him. She felt that the main resource the junior college has to offer is opportunity for self-education. A flexible curriculum (e.g., short courses to bring adults into the junior college) was emphasized as one way to meet the needs of the community. Emphasis should always be on delivering the widest possible community service while serving the individual.

Feedback and communication ("bringing people together") were stressed--especially agency (e.g. welfare, public health, nurse, etc.) to junior college. Concern was expressed for the rural low income white who "may not have been prepared adequately by the Little Red Schoolhouse." Finally, attitude was brought out as being a key factor: "appreciation for people as people." "Are your (the educator) culture and your ideas the only goal?" How about their (the people) culture and their ideas and their goals!

4. Ray Roybal, Student member, Latin Liberation Front, University of Minnesota, Minneapolis. Mr. Roybal told of the struggle which the Black, Brown and Red students at the University had launched and maintained in order to:

1. get courses and programs which had meaning to them within their own cultural framework.
2. get more minority students enrolled
3. get professors from minority groups to lead instruction.

He stated, "I don't know the best way to expedite the appearance of the ethnic minority students on campuses, but I do know that until the American

people receive and accept these young minority people as equals, no manner of recruiting expertise will bring large numbers. They just don't need another level of discrimination!"

He noted though the University had been forced, step by step, to make adjustments relative to minority needs and that though larger number of such students were enrolling "simply recruiting more students is 'not where it's at'. We know we are still not truly visible. We see ourselves, but you don't see us."

"One historic problem has been, for the Chicano, that colleges--even out in rural areas, do not seem applicable to the effort to solve our problems." Roybal stated that the future shock orientation of the basic society does not apply to all -- "for some people time stands still, and for our people in the rural areas, things haven't really changed much. The same old problems prevail -- income is too low, housing inadequate, and educational systems blind or inappropriate."

"Study the young people. See what they want. See that they want these things now -- not for argumentation or to be negative - but for good reasons."

5. William Davis, Director Career Opportunities Program of Central Iowa, Muscatine, Iowa. Mr. Davis described operations of the Iowa Central Career Opportunity Program. He pointed out a key goal was the establishing of a more effective model for training teachers. The work/study concept was being used to combine practice experience as teacher-aides with a modified academic program of college courses.

Basic problems center around Logistics:

1. Identification of rural low income people - hard to spot in rural expanse, and often reluctant to be identified as such.
2. Getting campus to student or student to campus - home study, video tape, etc., not as applicable as in more urban setting.

Some solutions seem to revolve around:

1. Use of CAP, agency staffs and community people in general to assist in identification.
2. Use of regionalized classes to deliver services to students when they are best able to use them.

6. Summary of several small group discussions.

Needed:

1. A consortium of area junior colleges to find and program for rural low income students.
2. Special adult programs which will contribute to the next generation's positive academic movement.

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3. Junior colleges which help people to stay in own area instead of "exporting" them.
4. Policy-making boards which understand the needs of the rural poor.
5. Communication channels so that the appropriate people in the community are heard from.
6. Junior-community colleges committed enough to work in this area using their own resources and who don't just wait for federal grants.

7. Recorders remarks. It was noteworthy that nearly all discussion leaders and paper presenters emphasized the role of communication. A lot of interesting questions were raised and ideas thrown out, but perhaps more precise information for concrete program planning and implementation could have been given.

As is often the case, I wondered if the participating schools had sent the right people--those committed to acting as change agents and in positions to do this at home.

I gathered that many people wanted to do something but lacked direction in terms of their own specific areas and colleges. Maybe the conference helped some. We hope so.